

Using the Alternate Eligible Content to Write Standards Aligned IEPs

December 17, 2014

Questions during the webinar

For Content :

- ▶ AlternateAssessment@pattan.net
- ▶ Reference 12/17/14
- ▶ Questions and answers will be posted as an FAQ with the recorded webinar following this presentation

For Tech Support:

- ▶ support@pattan.net

Objectives and Learner Outcomes:

- ▶ Identify grade level Alternate Eligible Content for content and grade relative to individual student IEPs
- ▶ Determine measurable goals and objectives based on student performance data
- ▶ Identify next steps when student has demonstrated mastery of identified goals

Objectives and Learner Outcomes

- ▶ Determine why and when to write standards aligned IEP goals and objectives
- ▶ Identify the important components of the Alternate Eligible Content and how it applies to a variety of students eligible to take an alternate assessment
- ▶ Review examples of goals and objectives written to the same Alternate Eligible Content across different performance levels

Important Information About Alternate Eligible Content



Alternate Eligible Content

- Identifies upper boundary of performance for students eligible for the Alternate Assessment
- Modifies targets relative to the PSSA Eligible Content
- Use the Alternate Eligible Content to:
 - help design instructional resources to support learning aligned to these targets
 - create material for the Alternate Assessment

PA Core Standard

Assessment
Anchor
Assessment
Descriptor

PSSA Eligible
Content

PASA
Alternate
Eligible Content

Important Information About IEPs



Must IEP goals reflect the Alternate Eligible Content?

- ▶ IEP teams determine the goals and objectives based on individual student needs.
- ▶ These goals can include academic content as delineated in the alternate eligible content as well as independent living skills.
- ▶ The PASA will be assessing the alternate eligible content aligned to the PA Core Standards.

Let's get started...



Review the Alternate Eligible Content

- ▶ Chronological Grade for the Identified Student
- ▶ Examine the Content



Resources to check out:

- ▶ Mathematics glossary
- ▶ ELA glossary



Gather Information about the Student

- ▶ Present education levels in ELA and Math
- ▶ Communication: Receptive and Expressive

Determine the Target for Learning Aligned to the Content

- ▶ Examine the content: What does the student need to know and be able to do?
- ▶ Based on the student's present ed levels what could be a reasonable goal?

Designing IEP Goals

IEP Goal Template:

- Conditions related to content presentation as well as presentation of receptive language relevant to the student the target content with the definitive way a student will express their knowledge of the content
measurement that indicates mastery of the targeted content

Example:

PA Core Standard:

CC.1.3.3.D *Explain the point of view of the author***Alternate Eligible Content:**

E03.A-C.2.1.1.a Identify who is telling the story in fictional text

► Goal:

Given visual cues to support understanding of a grade appropriate short story, the student will read (have the story read to them) and verbally with (eye gaze, point to a picture from a choice of 3) *identify who is telling the story in fictional text*, scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Example:

PA Core Standard:

CC.1.3.3.D *Explain the point of view of the author***Alternate Eligible Content:**

E03.A-C.2.1.1.a Identify who is telling the story in fictional text

► Goal:

Given 2-3 visual cues or objects, to support understanding of a grade appropriate fictional short story paragraph no more than 3 sentences, read to the student, *the student will select*, through pointing, *a character of the short story* scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Example:

PA Core Standard:

CC.1.3.3.D *Explain the point of view of the author***Alternate Eligible Content:**

E03.A-C.2.1.1.a Identify who is telling the story in fictional text

► Goal:

Given 2 visual cues or objects, to support understanding of a grade appropriate fictional topic no more than 1 sentences, read to the student, **the student will select**, through eye gaze or pointing *with guided support*, **a character of the topic** scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Alternate Eligible Content:E03.A-C.2.1.1.a Identify who is telling the story in fictional text

- *identify who is telling the story in fictional text (most complex)*
- *the student will select, through pointing, a character of the short story (less complex)*
- *the student will select, through eye gaze or pointing with guided support, a character of the topic (least complex)*

Let's Take a Look at a Secondary Example



Example:

PA Core Standard:

CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.

Alternate Eligible Content:

M07.A-N.1.1.1.a Solve one step addition and subtraction problems with fractions, decimals, and positive/negative numbers.

► Goal:

Using a visual cue, number line, manipulatives and/or representational drawings paired with numbers, *the student will solve one step addition problems using positive and negative numbers between +10 and -10*, scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Example:**PA Core Standard:**

CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.

Alternate Eligible Content:

M07.A-N.1.1.1.a Solve one step addition and subtraction problems with fractions, decimals, and positive/negative numbers.

► Goal:

Using a visual cue, number line (+10 to -5) and manipulatives paired with numbers, *the student will solve one step addition problems using positive numbers up to ten*, scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Example:**PA Core Standard:**

CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.

Alternate Eligible Content:

M07.A-N.1.1.1.a Solve one step addition and subtraction problems with fractions, decimals, and positive/negative numbers.

► Goal:

Using visual cues, bright colors, no more than 3 objects and a visual number prompt, *the student will demonstrate understanding of addition of positive numbers by putting together combinations of 3 objects to make a total up to 3*, scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Alternate Eligible Content

M07.A-N.1.1.1.a

Solve one step addition and subtraction problems with fractions, decimals, and positive/negative numbers.

- ▶ the student will *solve one step addition problems using positive and negative numbers* between +10 and -10 (most complex)
- ▶ the student will *solve one step addition problems using positive numbers* up to ten, (less complex)
- ▶ the student will *demonstrate understanding of addition of positive numbers* by putting together combinations of 3 objects to make a total up to 3 (least complex)

Closer Look at Writing Supporting Objectives

IEP Objective Template:

- Conditions to content presentation as well as presentation of receptive language relevant to the student the target content task analyzed with the definitive way a student will express their knowledge of the content *measurement that indicates mastery of the targeted content*

Putting it all together with supporting objectives (ELA)

- E03.A-C.2.1.1.a

Identify who is telling the story in fictional text.

- GOAL:

Given visual cues to support understanding of a grade appropriate short story, the student will read (have the story read to them) and verbally with (eye gaze, point to a picture from a choice of 3) *identify who is telling the story in fictional text*, scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

- Objectives:

Given visual cues to support a short story, the student will identify picture or word clues verbally (eye gaze, point to a picture) that help to determine *who is telling the story in fictional text*, scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Given visual cues to support a short story, the student will read (have the story read to them) and verbally (eye gaze, point to a picture from a choice of 3) *identify the characters of the story* scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Putting it all together with supporting objectives (ELA)

► E03.A-C.2.1.1.a

Identify who is telling the story in fictional text.

► Goal:

Given 2-3 visual cues or objects, to support understanding of a grade appropriate fictional short story paragraph no more than 3 sentences, read to the student, *the student will select*, through pointing, *a character of the short story* scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

► Objectives:

Given 2-3 visual cues or objects, to support understanding of a grade appropriate fictional short story no more than one 2 sentence paragraph, read to the student, *the student will select*, pointing, *a character of the short story* scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Given 2 visual cues or objects, to support understanding of a grade appropriate fictional short story no more than 1-2 sentences, read to the student, *the student will select*, pointing *with guided support*, *a character of the topic* scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Given 2 visual cues or objects, to support understanding of a grade appropriate fictional topic no more than 1 sentence, read to the student, *the student will select*, through eye gaze or pointing *with guided support* and a direct prompt using errorless learning, *a character of the topic* scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Given 2 visual cues or objects, *the student will select*, through eye gaze or pointing *with guided support* and a direct prompt using errorless learning, *a person*, scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Putting it all together with supporting objectives (ELA)

► E03.A-C.2.1.1.a

Identify who is telling the story in fictional text.

► Goal:

Given 2 visual cues or objects, to support understanding of a grade appropriate fictional topic no more than 1 sentences, read to the student, *the student will select*, through eye gaze or pointing *with guided support*, *a character of the topic* scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

► Objectives:

Given 2 visual cues or objects, to support understanding of a grade appropriate fictional topic no more than 1 sentences, read to the student, *the student will select*, through eye gaze or pointing *with guided support* and a direct prompt using errorless learning, *a character of the topic* scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Given 2 visual cues or objects, *the student will select*, through eye gaze or pointing *with guided support* and a direct prompt using errorless learning, *a person*, scoring 5 out of 5 correct responses on three consecutive trials of assessment given every two weeks.

Tips When Writing Standards Aligned IEP Goals and Objectives



- ▶ Goals and objectives are targets NOT teaching sequences
- ▶ Use details SPECIFIC to the student to clearly define the supports, the means a student will express mastery of the goal and the MEASUREMENT that indicates the student has mastered the goal
- ▶ Objectives build towards mastery of the goal
- ▶ Target content names in the goal/objective should be exact or closely related to the content
- ▶ Be realistic, yet challenging

Objectives and Learner Outcomes:

- ▶ Identify grade level Alternate Eligible Content for content and grade relative to individual student IEPs
- ▶ Determine measurable goals and objectives based on student performance data
- ▶ Identify next steps when student has demonstrated mastery of identified goals

Objectives and Learner Outcomes

- ▶ Determine why and when to write standards aligned IEP goals and objectives
- ▶ Identify the important components of the Alternate Eligible Content and how it applies to a variety of students eligible to take an alternate assessment
- ▶ Review examples of goals and objectives written to the same Alternate Eligible Content across different performance levels

Thank you to our teacher reviewers:

- ▶ Jennifer Tolbert
- ▶ Sara Fleetwood
- ▶ Diana Black



Act 48 participants

- ▶ Reminder to click on the link provided at the registration page and complete today's survey with questions and enter today's code.
- ▶ To receive Act 48 (2 hours), you must attend BOTH sessions 'live' and complete the surveys following each session and enter the attendance code

Contact Information

www.pattan.net

Sharon L. Leonard
sleonard@pattan.net



Commonwealth of Pennsylvania
Tom Corbett, Governor

Pennsylvania Department of Education
Carolyn C. Dumesq, Ed.D., Acting Secretary

Patricia Hozella, Director
Bureau of Special Education